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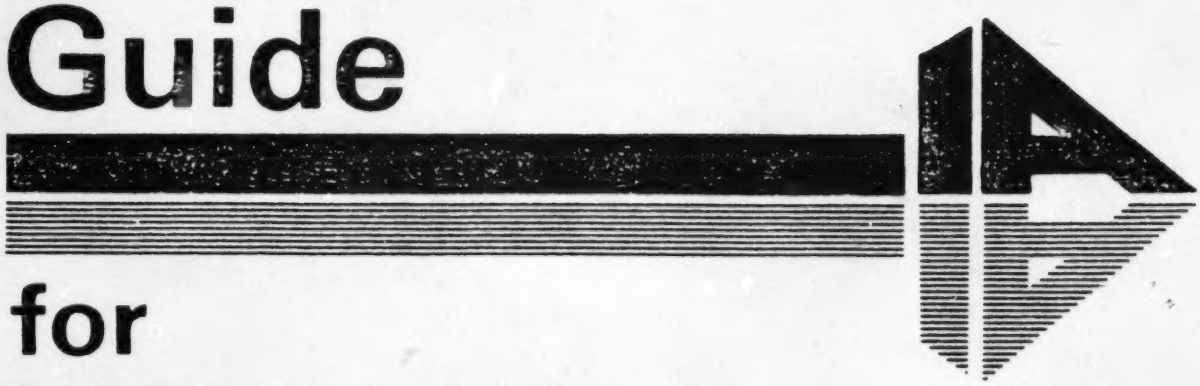
ABSTRACT

This guide contains information for use in organizing a local chapter of the American Industrial Arts Student Association (AIASA). Presented first are a series of standards pertaining to AIASA philosophy, instructional program and staff, administration and supervision, support systems, instructional strategies, and public relations. Following a discussion of improving education through student organizations, the mission, recognition, and specific purposes of the AIASA are outlined. Discussed next are integrating AIASA into the industrial arts program and implementing AIASA at the classroom and laboratory level. Procedures are set forth for organizing a local school AIASA chapter. Also provided are brief descriptions of state and national associations of the AIASA. (A series of related industrial arts program guides are available separately--see note.) (MN)

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AIASA Guide



for Industrial Arts Programs

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Contents



Preface

Standards Relating to AIASA 4

Improving Education Through Student Organizations 5

Student Organization for Industrial Arts 6

Purposes of AIASA as an Integral Part of Industrial Arts Programs 7

Integrating AIASA into the Industrial Arts Program 12

AIASA at the Classroom and Laboratory Level 13

Organizing a Local School AIASA Chapter 15

Associations 17

Acknowledgments 18

4 Standards Relating to AIASA

Among the 235 standards which appear in the document entitled *Standards for Industrial Arts Programs,* there are eleven which directly address AIASA. These are listed below.

Philosophy

1.1 1.c) Students, including local American Industrial Arts Student Association (AIASA) chapter members, are involved in developing the philosophical statement.

1.1 3.d) The philosophy encourages development of personal and leadership skills through AIASA.

Instructional Program

2.1 1.h) Emphasis is placed upon developing leadership ability, encouraging and promoting responsibility, and developing positive social interaction through AIASA.

2.3 4. Course content includes the development of personal and leadership skills through AIASA.

Instructional Staff

4.1 6. The industrial arts teacher is prepared, through preservice/inservice education, to organize and operate a local AIASA chapter.

Administration and Supervision

5.1 1.c) One full-time, or equivalent, state AIASA advisor is provided in each state.

5.1 4.c) Time is provided to enable the industrial arts teacher to organize and advise a local AIASA chapter.

5.3 5.b) Funds are budgeted for travel, release time, and substitutes for personnel to participate in local, state and national AIASA activities.

Support Systems

6.3 4. Budgeted funds are expended to support the operation of a local AIASA chapter.

Instructional Strategies

7.2 1.d) Local AIASA chapter activities are integrated into planned courses of study and are utilized in conducting classroom and laboratory activities.

Public Relations

8.1 1.a) Students promote and support industrial arts programs through involvement in activities, including AIASA.

Improving Education Through Student Organizations

5

In student organization activities, the development of leadership and cooperative attitudes are major objectives. Under competent guidance, students share responsibility for selecting, organizing, and evaluating group activities. Experiences are designed to help meet the leisure, social, civic, scholastic, and economic interests and needs of all students.

The primary benefit derived by students from participating in student organization activities is OPPORTUNITY. This opportunity is for all students to:

- lead, follow, and make decisions;
- accept civic and citizenship responsibilities;
- experience the free enterprise system;
- interact with business and industrial leaders;
- explore industrial and technical careers; and
- receive recognition through achievement programs.

The classroom teacher also benefits from the use of student organization activities because they are EFFECTIVE TEACHING TOOLS that:

- provide interesting curricular and chapter activities;
- highlight leadership training experiences;
- assist students in making informed and meaningful educational choices;
- promote related subject areas in the school, community, state, and nation;
- motivate students toward higher levels of achievement; and
- provide for wholesome competition.

The American Industrial Arts Student Association (AIASA) has been established to promote these concepts.

6 Student Organization for Industrial Arts

AIASA

The American Industrial Arts Student Association, known as AIASA (pronounced *I-A-Sa*), is the only student organization devoted exclusively to the needs of industrial arts students who are presently enrolled in, or have completed, industrial arts courses.

Recognition

AIASA's mission has been officially recognized and endorsed by the:

- United States Department of Education;
- American Vocational Association;
- National Association of Secondary School Principals;
- American–Industrial Arts Association;
- National Coordinating Council for Vocational Student Organizations; and
- numerous state education agencies.

Mission

The mission of AIASA is to develop and carry out a program of activities and supportive service for student members. These activities are designed to develop the leadership and personal abilities of students as they relate to our industrial and technical world. This mission is accomplished through local chapters and state and national AIASA associations.

Purposes of AIASA as an Integral Part of Industrial Arts Programs

7

1 Developing Leadership and Citizenship

AIASA encourages and promotes leadership and citizenship activities in the instructional program.

Leadership is developed through classroom and laboratory projects, assignments, and activities by:

- motivating others;
- accepting responsibilities;
- making decisions; and
- solving problems.

Characteristics of good citizenship are developed through AIASA projects and activities. Students are involved in service activities that deal with the civic, social, and economic aspects of the community.





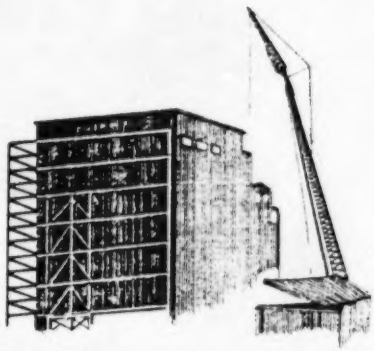
2 Learning About Our Industrial and Technological Society

Our industrial society is becoming increasingly technical. Members of our society need to have a better understanding of industrial and technological cultures. Through its programs and activities, AIASA helps students understand the processes and products of our technological world.

Within the instructional program, hands-on activities are used to acquaint students with business and industry. Industrial leaders are invited to the classroom and students can visit industries. These and other activities take place under the guidance and direction of the industrial arts teacher.





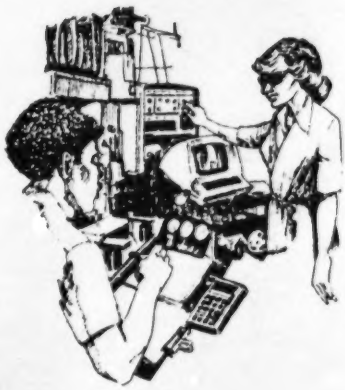




3 Exploring Occupational and Career Opportunities

AIASA assists students in making informed and meaningful occupational and educational choices. Careers are examined through instruction, observations, visits, speakers, AIASA leadership responsibilities, and other exploratory activities.

Activities in the classroom, laboratory, business, industry, and community inform students of careers and occupations. Through these activities students learn about educational requirements, working conditions, salaries, work values, and safety. Entrepreneurship is experienced and career information related to the free enterprise system is studied.



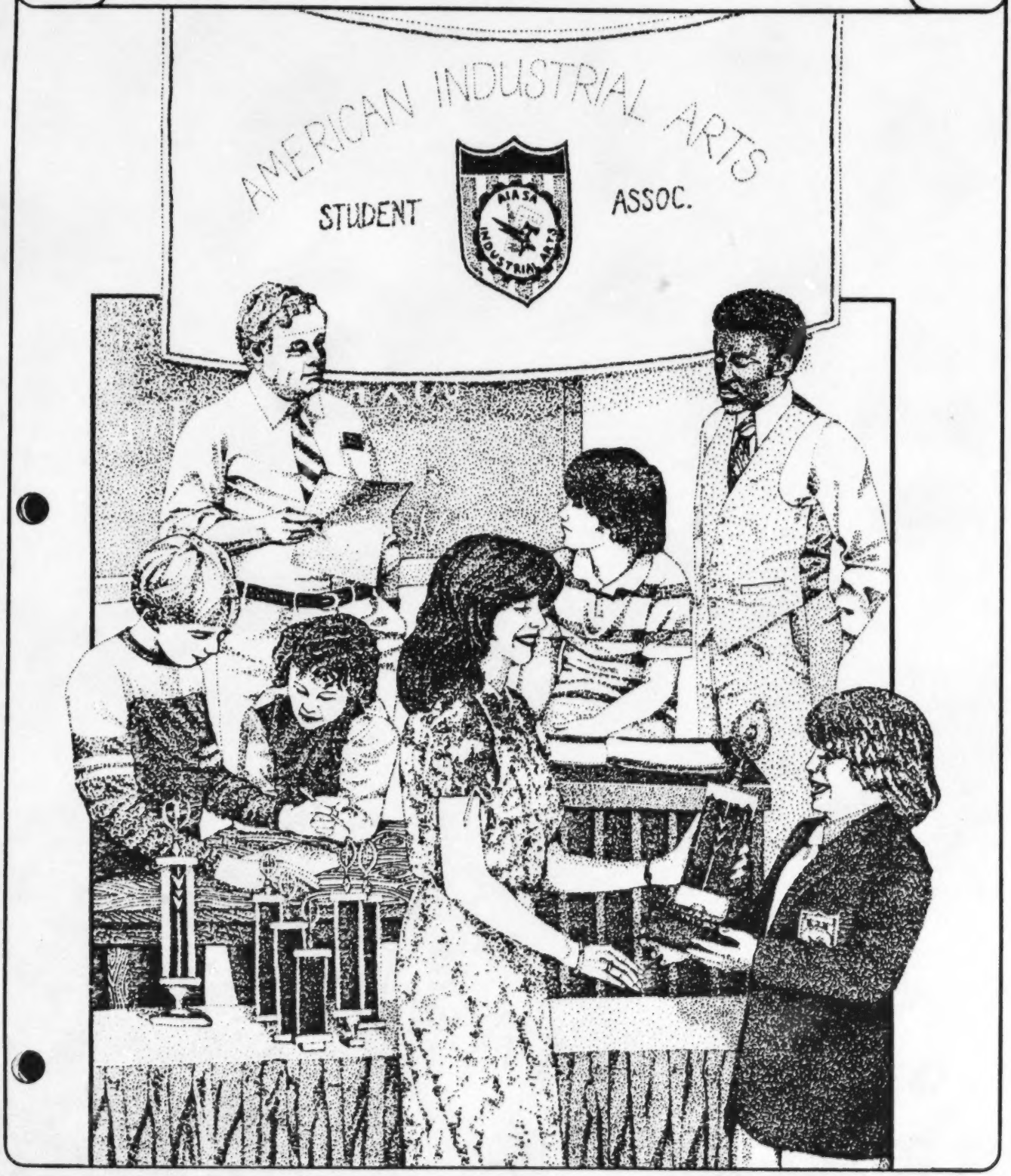
4 Assisting State Associations

The national organization of AIASA provides assistance to each affiliated state association. Each association is responsible for AIASA operations within the state. The state industrial arts supervisor or a designated representative serves as the AIASA state advisor.

AIASA, Inc. is a non-profit, tax exempt, educational student organization. Affiliated state associations are eligible for a group exemption ruling through AIASA, 1908 Association Drive, Reston, VA 22091. This independent nonprofit status enables AIASA to provide services to state associations, local school chapters, and individual members. Technical assistant is provided to states as needed. Business and industry are involved at the national level to provide guidance and direction.



11


AMERICAN INDUSTRIAL ARTS
STUDENT
ASSOC.
AIASA
INDUSTRIAL ARTS

12 Integrating AIASA into the Industrial Arts Program

Figure 1 depicts the articulation of AIASA levels from the classroom and laboratory to the national organization. The base level of the pyramid (Level I) represents AIASA in each industrial arts class period. The next level (Level II) involves school AIASA chapters. Through participation in school chapters, all students may become involved in state (Level III) and national (Level IV) competition and other activities.

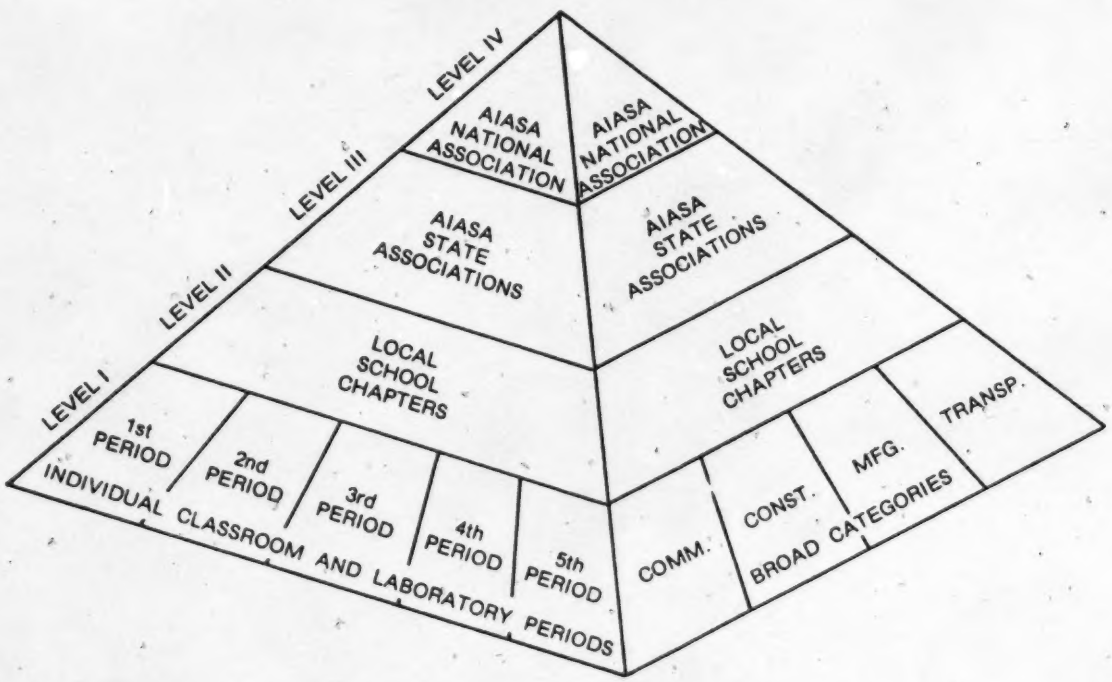
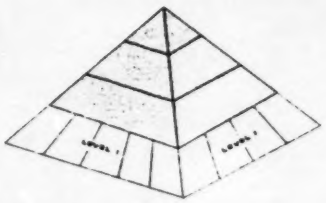


Figure 1 AIASA Articulation Model

AIASA at the Classroom and Laboratory Level

13



Instructional Strategies

In a quality program the *Standards for Industrial Arts Programs* state that: "Local AIASA chapter activities are integrated into planned courses of study and are utilized in conducting classroom and laboratory activities." An effective method to integrate AIASA activities into each classroom and laboratory is through a personnel management system. AIASA provides a tool for managing activities using a democratic decision-making process. Figure 2 illustrates how AIASA can be integrated into a class period for:

- beginning the class;
- managing classroom and laboratory activities; and
- ending the class.

Organizing an AIASA personnel management system begins with the selection of officers and appointment of committees. Officers may include a president, acting as general manager; vice president, acting as assistant manager; secretary, acting as record keeper; treasurer, acting as supply clerk; and reporter, acting as public relations supervisor. Other students are appointed as committee chairpersons or members. Some of the committees may include "American Enterprise," "Industrial/Community Resources," "Recognition," and "Career Information." A system for rotating students from one position to another throughout the year will enhance the experience and potential of every student.

During daily or weekly meetings the students report on their role in classroom and laboratory activities. When AIASA is correctly implemented, the teacher is taken out of an exclusive "telling," "lecturing," and "demonstrating" role and placed in the role of a facilitator or consultant.

Beginning the Class	Managing Classroom and Laboratory Activities	Ending the Class
Class officers are facilitators in the organization of each class. They provide leadership in starting the class.	AIASA personnel system provides a means of managing industrial arts content so that students learn to lead or follow. The president/general manager leads students into decisions or directs the work of officers and committees.	AIASA personnel system provides a vehicle for student evaluation and laboratory maintenance.

Figure 2 Integrating AIASA into a Class Period

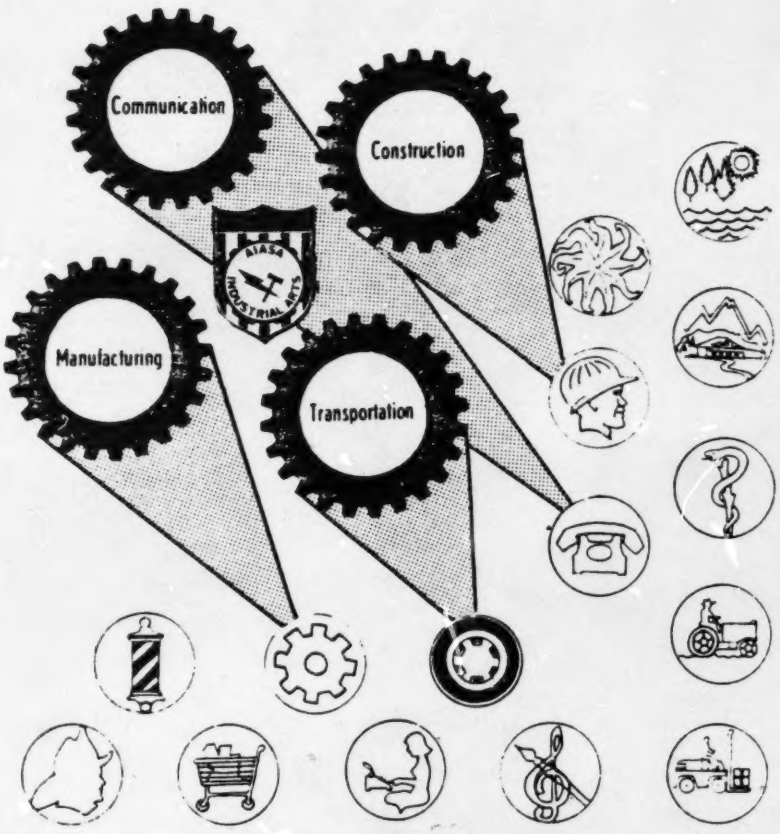


Figure 3 Integrating Industrial Arts with USOE Career Clusters

Instructional Program

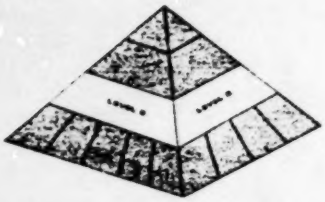
Conducting AIASA activities in the classroom and laboratory helps students to appreciate the benefits of a good management system while at the same time compliments the instructional content (See Figure 3). Classroom and laboratory AIASA activities evolve from the broad categories of:

- Communications
- Construction
- Manufacturing
- Transportation

AIASA committees help plan and carry out the activities required to learn the content in a specific course. An organization of this nature not only provides leadership training but also assists students in learning how industry operates. Students develop responsibility, respect for the rights of others, cooperation, and attitudes desired in business and industry.

Organizing a Local School AIASA Chapter

15



Organizing a local school AIASA chapter (Level II) in an industrial arts program involves the series of steps outlined in Figure 4. In the **Teaching Steps**, the industrial arts teachers meet to form a plan; obtain AIASA resources; begin teaching students in all classes using AIASA methodology; and manage classroom and laboratory activities.

In the **Organizing Steps** shown in Figure 4; the industrial arts teachers announce chapter meetings and prepare agendas for the initial chapter meetings which involve all students. A constitution is developed and approved. Next, the chapter officers are elected.

The **Activities Steps** shown in Figure 4 include training new officers to plan and lead activities that take place both in the classroom and laboratory as well as in the chapter.

In-class committees are appointed to carry out chapter activities that relate to the content of each course. Chapter affiliation with the state and national AIASA associations is completed and a certificate of affiliation is obtained annually. Through these activity steps, all students learn about AIASA in the classroom and laboratory.

In the **Continuation Steps** in Figure 4, one of the last activities in the spring is the election of chapter officers so that they can be trained to plan and manage the chapter in the fall when school begins again. The new officers should review the year's accomplishments and develop a "Calendar of Activities" for the chapter.

Teaching Steps	1. Meet	with administrators, supervisors, and industrial arts teachers to discuss how AIASA is part of the curriculum and the teacher's program.
	2. Obtain	resources, such as AIASA publications and assistance from other advisors.
	3. Teach	students in industrial arts classes to use AIASA activities to develop leadership, reinforce learning through recognition; and carry out responsibilities.
	4. Manage	students in classes by giving them leadership roles in activities which teach industrial arts content.
Organizing Steps	5. Announce	the first meeting of the local AIASA chapter to all students, parents, and administrators.
	6. Prepare	agenda for chapter to include: (1) introduction to AIASA, (2) state and national activities and services, and (3) steps to be taken for electing officers, affiliating members, and planning activities.
	7. Involve	all students and classes in organizing the new chapter.
	8. Approve	a constitution adapted from samples found in state and national publications.
	9. Elect	officers to serve the membership.
Activity Steps	10. Train	new officers for their role as leaders.
	11. Plan	a calendar of activities using ideas from classes, curriculum and laboratory projects.
	12. Appoint	chairpersons for committees needed to carry out planned activities.
	13. Involve	all students and classes in chapter activities.
	14. Affiliate	members with state and national AIASA associations.
	15. Recognize	the new chapter by initiating a chartering ceremony.
	16. Learn	through AIASA activities in classroom, laboratory, school, and community throughout the year.
Continuation Steps	17. Review	review previous year's calendar of activities.
	18. Plan	a calendar of activities for next year.

Figure 4 AIASA in Industrial Arts

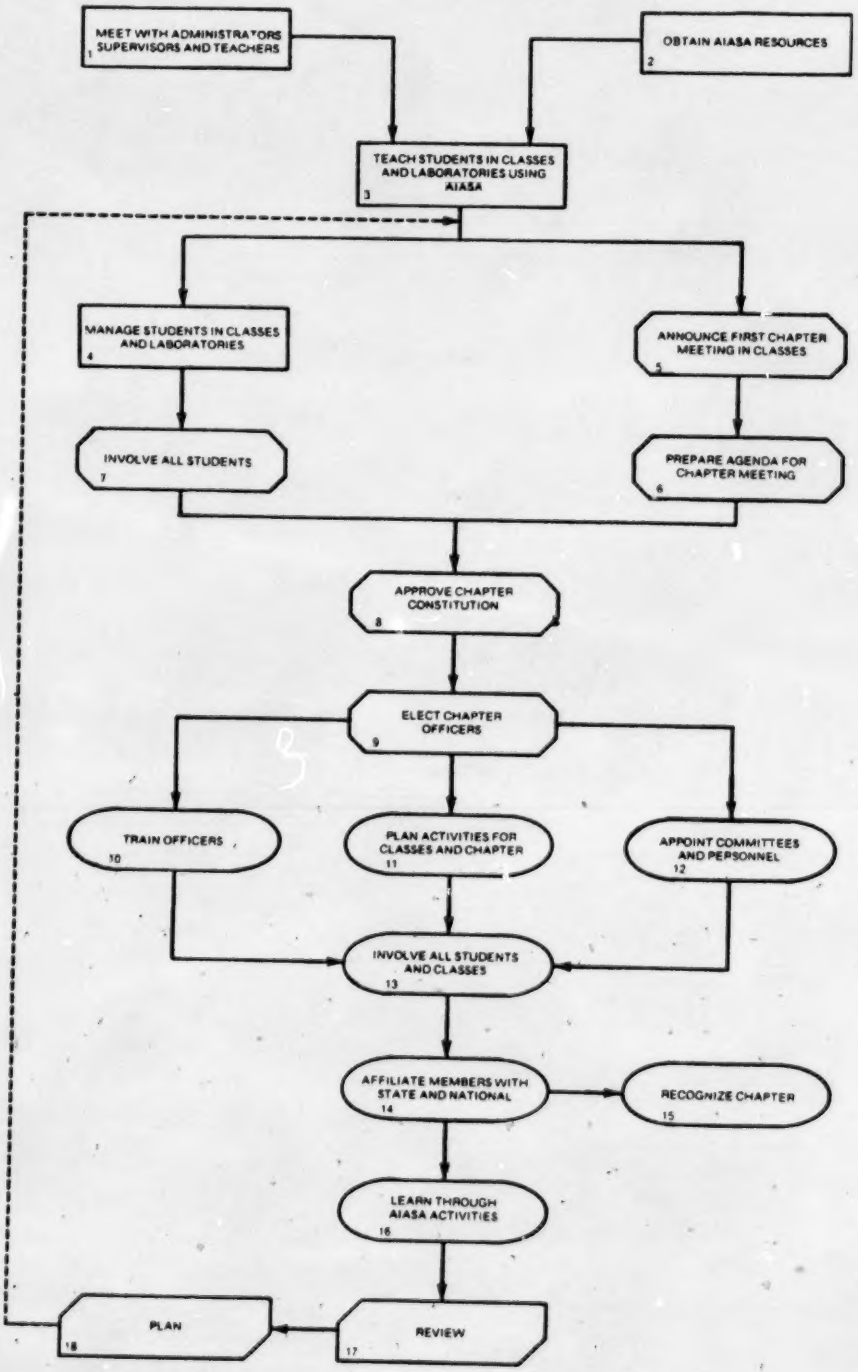
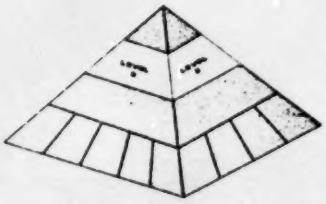


Figure 5 Flow Chart for Forming an AIASA Chapter

Associations

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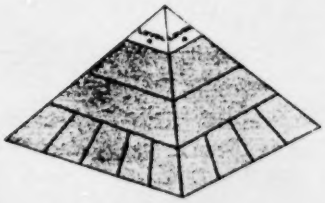
State Associations of AIASA

Local school chapters of AIASA are affiliated with the state association each year. The state associations of AIASA are represented by Level III in the articulation model. Each association plans and supports a calendar of activities that help industrial arts teachers and students. The *Standards for Industrial Arts* specifically recommends that "One full-time or the equivalent state AIASA advisor is provided in each state."

The association of local chapters provides benefits and operational support to industrial arts on a statewide basis. The activities may include:

- a state conference for students and teachers;
- a state officer program;
- newsletters and publications;
- competitive events, awards, and recognitions; and
- leadership and inservice workshops.

For assistance, contact your state industrial arts supervisor.



The National Association

AIASA (Level IV) is a national organization comprised of affiliated state associations. AIASA employs an executive director and staff that maintain a national office in Reston, VA. AIASA activities at the national level assist in the growth and development of state associations. The national office staff helps to promote and manage these activities:

- a national conference;
- a competitive events program;
- "School Scene" newsletters;
- publications, handbooks and chapter aids;
- awards and recognition programs;
- achievement programs;
- national officer's programs;
- national supply service; and
- assistance for state associations and local chapter planning.

Write AIASA for additional information.

18 Acknowledgments

Recognition and appreciation are extended to the following persons and groups who developed this "AIASA Guide for Industrial Arts Programs." Special gratitude is extended to William E. Dugger, Jr. and James D. Dixon for coordinating the writing and editing of this document.

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